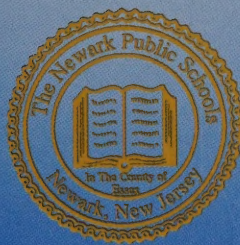
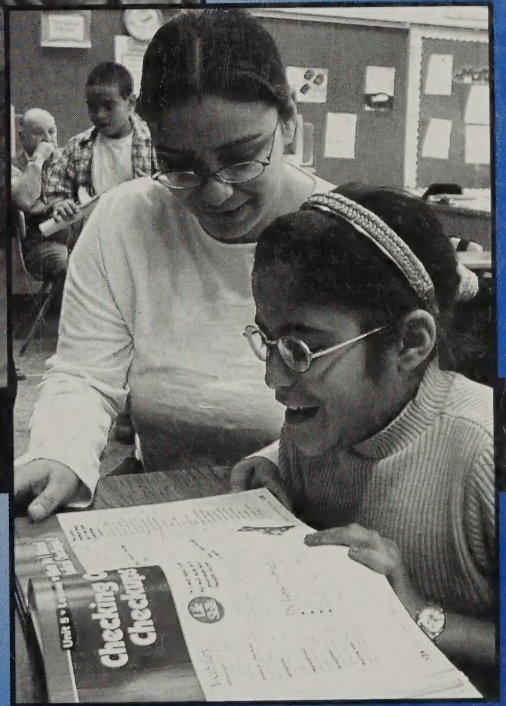
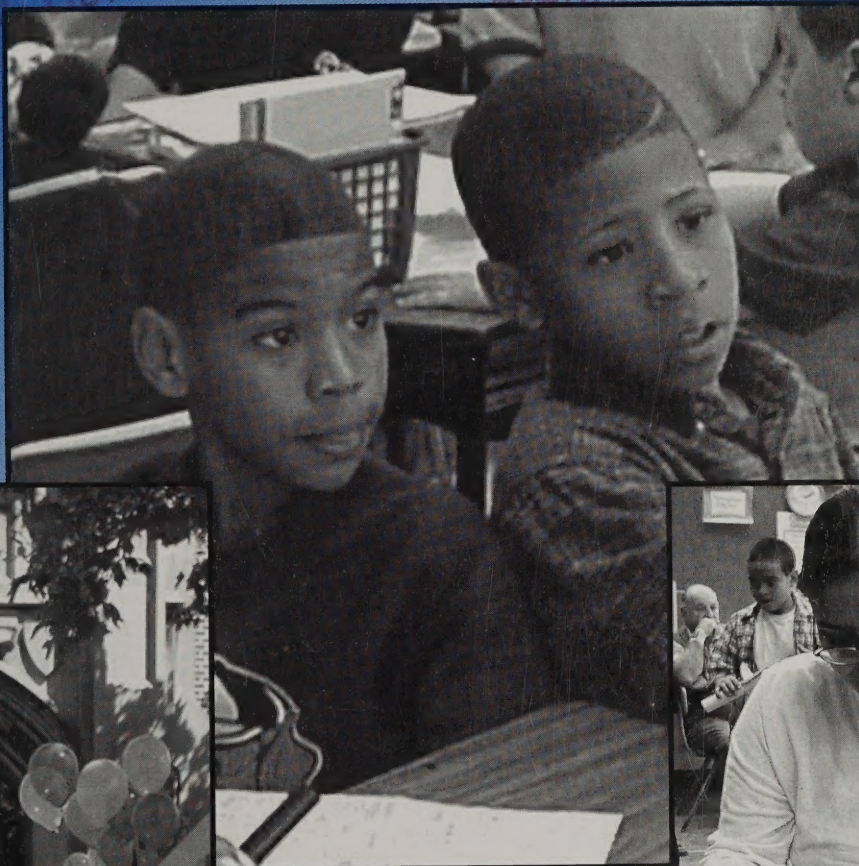


1999 -2000 Annual Report

...EVER IMPROVING



THE NEWARK PUBLIC SCHOOLS

OUR MISSION

All Children Will Learn

THE NEWARK PUBLIC SCHOOLS RECOGNIZES THAT EACH CHILD IS A UNIQUE INDIVIDUAL; POSSESSING TALENTS, ABILITIES, GOALS, AND DREAMS. WE FURTHER RECOGNIZE THAT EACH CHILD CAN ONLY BE SUCCESSFUL WHEN WE ACKNOWLEDGE ALL ASPECTS OF THAT CHILD'S LIFE; ADDRESSING THEIR NEEDS, ENHANCING THEIR INTELLECT AND UPLIFTING THEIR SPIRIT. FINALLY, WE RECOGNIZE THAT INDIVIDUALS LEARN, GROW AND ACHIEVE DIFFERENTLY, AND IT IS THEREFORE CRITICAL THAT, AS A DISTRICT, WE PROVIDE A DIVERSITY OF PROGRAMS BASED ON STUDENT NEEDS.

AS A DISTRICT WE RECOGNIZE THAT EDUCATION DOES NOT EXIST IN A VACUUM. IN RECOGNIZING THE RICH DIVERSITY OF OUR STUDENT POPULATION, WE ALSO ACKNOWLEDGE THE RICHNESS OF THE DIVERSE ENVIRONMENT THAT SURROUNDS US. THE NUMEROUS CULTURAL, EDUCATIONAL AND ECONOMIC INSTITUTIONS THAT ARE OF THE GREATER NEWARK COMMUNITY PLAY A CRITICAL ROLE IN THE LIVES OF OUR CHILDREN. IT IS EQUALLY ESSENTIAL THAT THESE INSTITUTIONS BECOME AN INTEGRAL PART OF OUR EDUCATIONAL PROGRAM.

TO THIS END THE NEWARK PUBLIC SCHOOLS IS DEDICATED TO PROVIDING A QUALITY EDUCATION, EMBODYING A PHILOSOPHY OF CRITICAL AND CREATIVE THINKING AND DESIGNED TO EQUIP EACH GRADUATE WITH THE KNOWLEDGE AND SKILLS NEEDED TO BE A PRODUCTIVE CITIZEN. OUR EDUCATIONAL PROGRAM IS INFORMED BY HIGH ACADEMIC STANDARDS, HIGH EXPECTATIONS, AND EQUAL ACCESS TO PROGRAMS THAT PROVIDE AND MOTIVATE A VARIETY OF INTERESTS AND ABILITIES FOR ALL STUDENTS. ACCOUNTABILITY AT EVERY LEVEL IS AN INTEGRAL PART OF OUR APPROACH. AS A RESULT OF THE CONSCIENTIOUS, COMMITTED, AND COORDINATED EFFORTS OF TEACHERS, ADMINISTRATORS, STAFF, PARENTS, AND THE COMMUNITY, *All Children Will Learn.*



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...EVER IMPROVING: THE NEWARK PUBLIC SCHOOLS, 1999-2000 ANNUAL REPORT WAS PRODUCED BY THE NEWARK PUBLIC SCHOOLS, OFFICE OF PUBLIC INFORMATION, ROOM 1002, 2 CEDAR STREET, NEWARK, NEW JERSEY 07102, PHONE: (973) 733-7338, FAX: (973) 733-8053.

SPECIAL THANKS: EDITORIAL SUPPORT AND PHOTOS: HOWARD BEST, PHOTOGRAPHER; HELEN EISENBERG, PROJECT GRAD NEWARK SUCCESS FOR ALL SUPERVISOR; PATRICIA McDONALD, RESOURCE TEACHER; THERESA MIKAJLO, RESOURCE TEACHER AND STEVE MISSAL, RESOURCE TEACHER.

THE SUPERINTENDENT'S MESSAGE

TO: OUR PARENTS AND MANY SUPPORTERS:

THE 1999-2000 SCHOOL YEAR HAS PRESENTED MANY CHALLENGES FOR THE NEWARK PUBLIC SCHOOLS.

WE BEGAN THE YEAR WITH A BUDGET CRISIS THAT THREATENED TO UNDO THE AGGRESSIVE ACADEMIC AGENDA THAT I HAD ENVISIONED FOR THE NEWARK PUBLIC SCHOOLS. MY STAFF AND I SPENT COUNTLESS HOURS IN CONSULTATION WITH FINANCIAL EXPERTS AND STATE REPRESENTATIVES TRYING TO FIND A SOLUTION TO WHAT SEEMED TO BE INSURMOUNTABLE ODDS. WE WERE DETERMINED NOT TO STOP UNTIL WE HAD DEVELOPED A CONTINGENCY PLAN THAT WOULD ALLOW US TO PROVIDE A FIRST-CLASS EDUCATION FOR OUR STUDENTS. WE BELIEVE THEY DESERVE NO LESS.



DESPITE OUR STRUGGLES WITH THE BUDGET, WE WERE ABLE TO SHINE AT KEY MOMENTS DURING THE YEAR. SOME OF THE BRIGHTER MOMENTS WERE THE GROUND-BREAKING FOR THE MALCOLM X SHABAZZ ATHLETIC CENTER, TWO TEACHERS JOINED A SELECT FEW IN THE STATE TO RECEIVE NATIONAL CERTIFICATION, THE SCIENCE HIGH SCHOOL DEBATE TEAM PROVED THEY ARE THE BEST IN THE STATE WITH AN 18TH CONSECUTIVE CHAMPIONSHIP, AND ONE TEACHER WAS SELECTED FOR THE FULBRIGHT MEMORIAL FUND TEACHERS' PROGRAM.

I AM APPRECIATIVE OF OUR MANY FRIENDS AND SUPPORTERS THROUGHOUT THE COMMUNITY AND CORPORATE LEVELS WHO REMAINED STEADFAST IN OUR CORNER. WE COULD NOT HAVE SURVIVED THIS ORDEAL WITHOUT THEM. I WOULD ESPECIALLY LIKE TO COMMEND THE PARENTS WHO VOLUNTEERED THEIR TIME AND STAFF WHO WORKED AROUND THE CLOCK TO HELP US INITIATE PROGRAMS AND ACTIVITIES.

WE APPROACH THIS SCHOOL YEAR FEELING CONFIDENT THAT WE WILL MOVE FORWARD ON BEHALF OF THE 42,101 STUDENTS WE SERVE. THIS ANNUAL REPORT ENCAPSULATES THE PROGRESS WE MADE DURING THE YEAR. IN ADDITION, THE REPORT GIVES AN OVERVIEW OF THE MANY DEPARTMENTS AND PROGRAMS THAT COMPRISE THE SCHOOL DISTRICT.

WHILE WE ARE APPRECIATIVE OF THESE SUCCESS STORIES, WE CONTINUE TO WORK HARDER. WE ASK MORE OF OUR STAFF BECAUSE WE REALIZE THAT THE NEWARK SCHOOL DISTRICT IS FULL OF SUCCESS STORIES WAITING TO BE TOLD. OUR MOTTO IS *All Children Will Learn* BECAUSE IT UNDERSCORES OUR BELIEF IN STAFF AND STUDENTS.

WE ASK THAT YOU CONTINUE TO WORK WITH US AS WE MOVE FORWARD IN THE EVER IMPROVING NEWARK PUBLIC SCHOOLS.

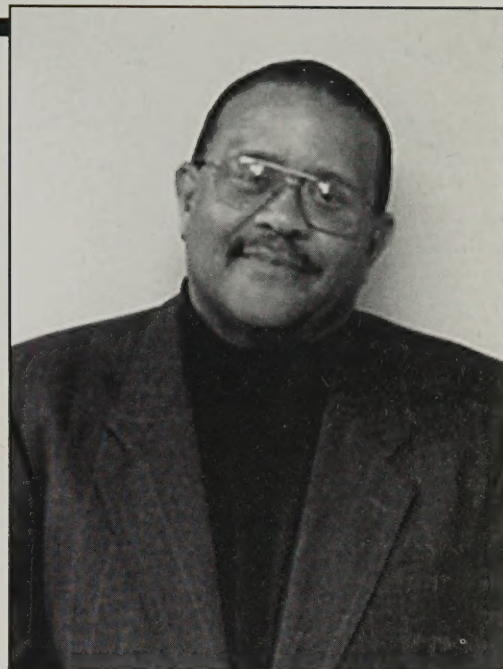
SINCERELY,

MARION A. BOLDEN
DISTRICT SUPERINTENDENT

THE ADVISORY BOARD CHAIRPERSON'S MESSAGE

DEAR FRIENDS AND SUPPORTERS:

ON BEHALF OF THE NEWARK PUBLIC SCHOOLS ADVISORY BOARD, I THANK THE PARENTS, COMMUNITY, ELECTED OFFICIALS, CORPORATIONS AND STUDENTS, WHO HAVE STOOD BY US DURING THIS DIFFICULT YEAR. MY COLLEAGUES AND I COMMEND SUPERINTENDENT BOLDEN AND HER DEDICATED STAFF FOR THE ANNUAL REPORT HIGHLIGHTING THE 1999-2000 SCHOOL YEAR. THIS DOCUMENT WILL HELP TO PROMOTE A BETTER UNDERSTANDING OF THE PROGRAMS AND DIRECTIVES THAT ARE HELPING STUDENTS, STAFF AND PARENTS ALIKE.



AS AN ADVISORY BOARD MEMBER, I HAVE MANY OPPORTUNITIES TO REVIEW THE VARIOUS MATERIALS AND PLANS THAT ARE DEVELOPED FOR NEWARK STUDENTS PRIOR TO IMPLEMENTATION. AFTER THESE MATERIALS AND PROGRAMS ARE DIRECTED TO THE SCHOOLS, MY COLLEAGUES AND I ASK FOR REGULAR PROGRESS REPORTS AND WHEN POSSIBLE, TRY TO VISIT SCHOOLS SO WE CAN SEE FIRST HAND THE BENEFITS FOR STUDENTS AND STAFF. I SALUTE MS. BOLDEN AND HER STAFF FOR THE ACHIEVEMENTS THAT DID OCCUR DESPITE THE MANY OBSTACLES THE SCHOOL DISTRICT HAD TO OVERCOME.

THE NEWARK PUBLIC SCHOOLS ADVISORY BOARD COMMENDS THE PARENTS WHO CONTINUED TO OFFER THEIR ASSISTANCE THROUGHOUT THE YEAR. WE ARE ALSO PLEASED TO SEE GREATER NUMBERS OF PARENTS TAKING PART IN SCHOOL PROGRAMS DURING SCHOOL HOURS AND AFTER SCHOOL. THIS SUPPORT MEANS A LOT TO THE ADMINISTRATION AND HAS A LASTING EFFECT ON OUR STUDENTS.

ON BEHALF OF THE NEWARK PUBLIC SCHOOLS ADVISORY BOARD, I WISH YOU A GOOD YEAR AND ENCOURAGE YOU TO CONTINUE YOUR SUPPORT OF NEWARK PUBLIC SCHOOLS.

SINCERELY,

A handwritten signature in cursive script that reads "Raymond Roberts".

RAYMOND J. ROBERTS, JR.

CHAIRPERSON

THE NEWARK PUBLIC SCHOOLS ADVISORY BOARD

EVER IMPROVING... THE NEWARK Public Schools

District Profile 1999-2000

TOTAL ENROLLMENT	42,101
Black	26,075
Hispanic	11,986
White	3,681
ASIAN/PACIFIC Is.	295
AMER. IND/Alsk. NATIVE	64

TOTAL FEMALE STUDENTS	20,673
ELEMENTARY	15,732
SECONDARY	4,941

TOTAL MALE STUDENTS	21,428
ELEMENTARY	16,655
SECONDARY	4,773

TOTAL NUMBER OF SCHOOLS	76
ELEMENTARY	54
Middle	7
SENIOR HIGH	10
EVENING HIGH	1
NJ REGIONAL DAY	1
ALTERNATIVE	3

TOTAL NUMBER of:

BILINGUAL STUDENTS	3,735
SPECIAL EDUCATION STUDENTS	4,274
ADULT EDUCATION STUDENTS	2,412
GIFTED AND TALENTED STUDENTS	1,557

SPECIAL EDUCATION STUDENTS BASED

IN-DISTRICT	2,200
OUT OF DISTRICT	775

GRADUATES	1,555
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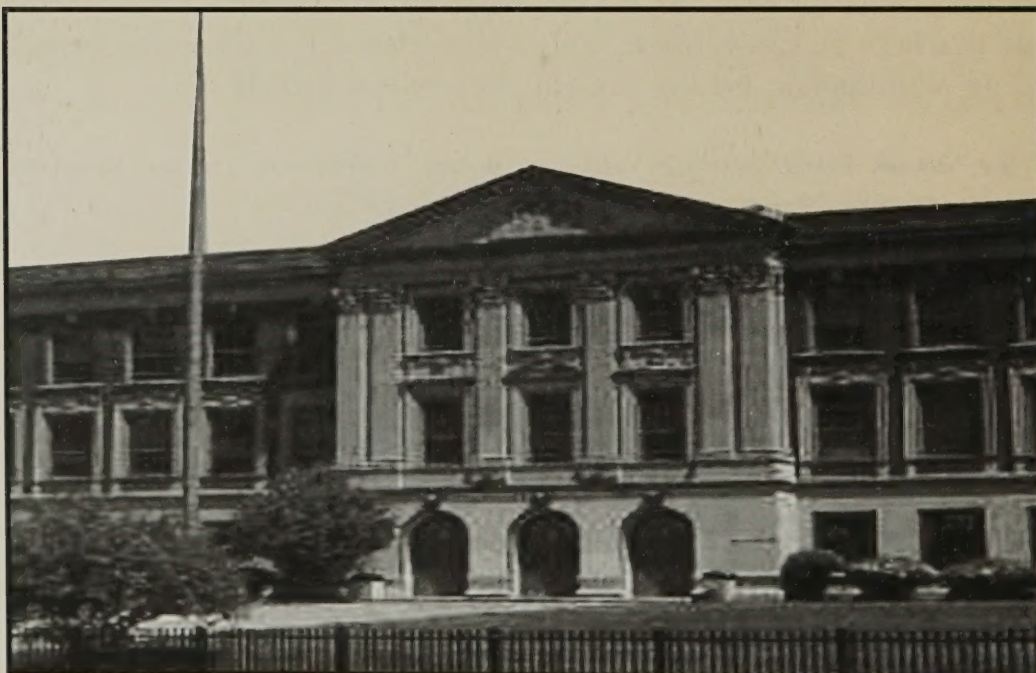
POST GRADUATE STATISTICS

2 OR 4 YEAR COLLEGE OR UNIVERSITY	882
OTHER POST-SECONDARY EDUCATION	450
EMPLOYMENT OR MILITARY	112
UNEMPLOYED	109
UNDECIDED, UNKNOWN	2

GRADUATES RECEIVING SCHOLARSHIPS	219
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SCHOLARSHIP DOLLARS	\$6,249,748
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TOTAL NUMBER OF STAFF	6,861
INSTRUCTIONAL	4,236
NON-INSTRUCTIONAL	2,625



Education Plan

The Education Plan incorporates key components that drive the district's efforts to improve academic performance. The Plan features benchmarks designed to guide the administrators and instructional staff toward successful strategies for students in pre-kindergarten to grade 12.

Major components of the plan include the New Jersey Core Curriculum Content Standards, which define student expectations, and Whole School Reform, a New Jersey State Supreme Court mandate that requires the rebuilding of schools in the Special Needs Districts through research-proven programs and strategies that impact on school programs, staffing operations and finances.

The Education Plan, written in the Spring of 1999, is in compliance with the New Jersey State Supreme Court decision in the Abbott v. Burke case. The District encouraged community input through School Leadership Teams, School Management Teams and the District Advisory Council.



Whole School Reform

In May 1998, the New Jersey State Supreme Court accepted and endorsed a plan for achieving equity and parity for school children in the state's Special Needs Districts. The ruling constitutes the basis for Whole School Reform in New Jersey and in the Newark Public Schools.

Whole School Reform legislation, to which the Newark Public Schools remains committed, requires us to: implement researched model programs into all our schools; introduce pre-school for all eligible three- and four-year olds, and full-day kindergarten for all eligible five year olds; introduce School Management Teams in every school; and develop five-year plans for renovation and/or construction of facilities to support implementation of these programs. Implementation deadlines have also been set for the various requirements listed below.

- During school year 1999-2000, all of our schools were actively engaged in the Whole School Reform process at varying levels of implementation.

- All 21 cohort I and II schools implemented their selected Whole School Reform model programs.
- Pre-school for all eligible three- and four-year-olds was implemented in September, 1999 on schedule.
- Preparations were made for the six comprehensive high schools to implement twilight alternative education programs.
- School Management Teams, composed of parents/guardians, teachers, and community members, were provided with training in consensus-building, decision-making, data analysis, finance, planning and budget issues.
- Preparation for implementation of the model programs included teacher training.

A listing of the adopted Whole School Reform models is included in the Appendices.

LANGUAGE ARTS AND LITERACY

Review of district data has demonstrated the need to address writing in a systemic manner. The district has initiated a writing program in all content areas to ensure student achievement of the Core Curriculum Content Standards.

Highlights

- Using writing as a focus, specific strategies were developed and implemented as part of a tracking system to address student needs.
- Character Education has been infused into the district's curriculum.
- The National Urban Alliance for Effective Education provided extensive training for all district department chairpersons in writing concepts and strategies.

EARLY CHILDHOOD EDUCATION

At the onset of the 1999-2000 school year, the Newark Public Schools entered into a partnership with 57 community-based providers. These partnerships established pre-school for all three- and four- year olds in the city, in compliance with state mandates.

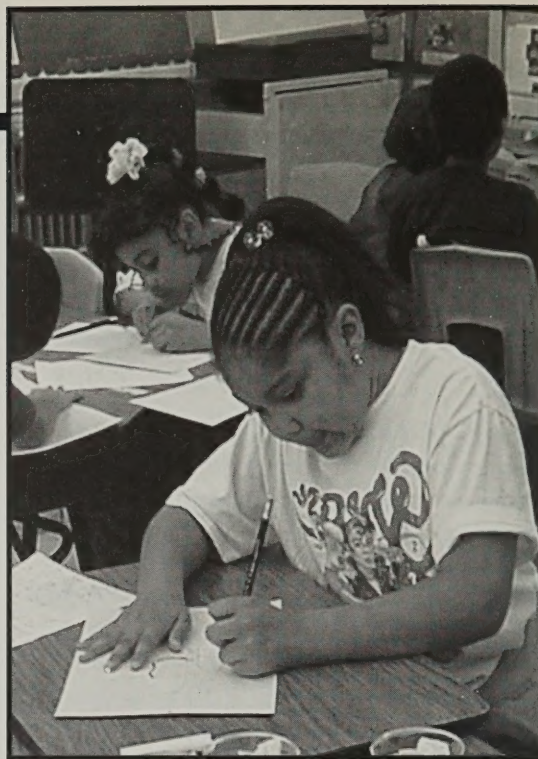
Highlights

- The Children's Literacy Initiative provided three days of training for 82 first grade teachers, 19 administrators and staff developers, and new kindergarten teachers.
- The Waterford Language Program, enhanced print and phonemic awareness concepts, vocabulary, responding to literature, writing, word study, computer skills and key-boarding in 16 kindergarten classes.
- The Bank Street - New Beginnings Model Project continued in 10 elementary schools.

SCIENCE

The Newark Public Schools started implementation of the *Learning Through the Lens of Science* initiative, which provides student-centered, hands-on learning in the elementary grades. The Banneker Science Center operates as a resource and teaching center for science education in the district.

The center contains a STARLAB, where students can explore the stars, the sun and the planets of our solar system. There is also an Aerospace Lab enabling stu-



SCIENCE (CONT'D.)

dents to study the history of aviation, aerodynamics, meteorology, and space travel, and to utilize the space shuttle simulator, wind tunnel, lighter-than-air workstation, and a computer center. Materials such as modules and science kits, which are designed to improve our students' learning of the science curriculum, are provided by the center for classroom use.

Highlights

- The Banneker Science Center was visited by 8,000 kindergarten through eighth-grade students, including special needs, bilingual and gifted and talented students.
- The STARLAB was taken to every elementary school in the district.
- Students visited Newark International Airport and Port Newark as part of the extended classroom experience of the Aerospace/Intermodal Transportation program, and 22 elementary classes twice visited the Tiorati workshop in Bear Mountain State Park, New York, for instruction in environmental studies in a natural setting.
- New Biology textbooks were adopted for the district's high schools -- these books complemented the previous adoptions of new Physics and Chemistry textbooks.
- Teacher training related to the new science initiative continued and included the use of science modules in the classroom; assessment tools; integration of curriculum models; and Grade Eight Proficiency Assessment (GEPA) and Elementary School Proficiency Assessment (ESPA) preparation.

ACADEMICS

MATHEMATICS

The Office of Mathematics increased efforts in staff development, created new mid-term and final exams for students, and developed innovative ways to ensure that all children received a strong mathematical foundation.

Highlights

- Fourth grade students completed an assessment project that emphasized geometry and measurement.
- The eighth grade Algebra I program was successfully completed by 240 students in 15 elementary schools.
- The 10th Annual Math Fair and Olympics, sponsored by Panasonic, was held at the New Jersey Institute of Technology.
- The Office of Mathematics expanded its collaboration with Insight, Inc., which encourages a constructivist approach to mathematics education and provides in-depth training for 60 first and second grade teachers.
- New ESPA and GEPA practice tests were developed, printed and disseminated throughout the district.

SOCIAL STUDIES

Following a complete review with extensive involvement of teachers, the district adopted new social studies textbooks for all grade levels. These texts provide for integrated learning across subject areas and for extensive use of current technology. Computer software and related materials were purchased to support the social studies curriculum. These materials link the texts with other sources such as web sites and news and sociological magazines including *Time*, *Newsweek* and *National Geographic*.

Highlights

- Character Education pilot programs were introduced into five schools (Abington Avenue, John F. Kennedy, Maple Avenue, Newton Street and Oliver Street).
- The citizenship program, *We the People...the Citizen and the Constitution*, was expanded to include a district-level mock congressional hearing competition in which four high schools participated. University High School won first place at the state level of the competition.
- The Touchstones Discussion Project, which develops students' thinking and communication skills through discussion of a broad variety of multicultural readings and works of art, was given a new emphasis --with staff development for key teachers at all elementary schools.



VISUAL AND PERFORMING ARTS

The 1999-2000 school year was filled with special events, contests, scholarships and partnerships. Showcasing the talents of Newark children has been a long tradition and this year students performed or displayed artwork in various capacities.

Highlights

- NJPAC Residency Programs addressing dance, music, playwriting, or theater were offered to 20 schools.
- The Arts Council of the Essex Area Residency Program for dance, drama, writing, photography, or visual arts involved 23 schools.
- The First Annual Newark Public Schools' Jazz Festival was held.
- The Arts High School Chorus performed with the New Jersey Symphony Youth Orchestra at NJPAC and Sacred Heart Cathedral.
- Scholarships were awarded to several dance students to study dance at New Jersey School for the Arts at Montclair State University and the American Ballet Theater in New York.
- The Malcolm X Shabazz High School Band was named the official band for the New Jersey Nets.
- The Weequahic High School Band placed first in the National High School Band competition in Florida.
- Student artwork continues to be displayed at the Newark Museum, New Jersey Department of Education, New Jersey Statehouse, St. John's Church and Montclair Art Museum.

Bilingual Education/World Languages

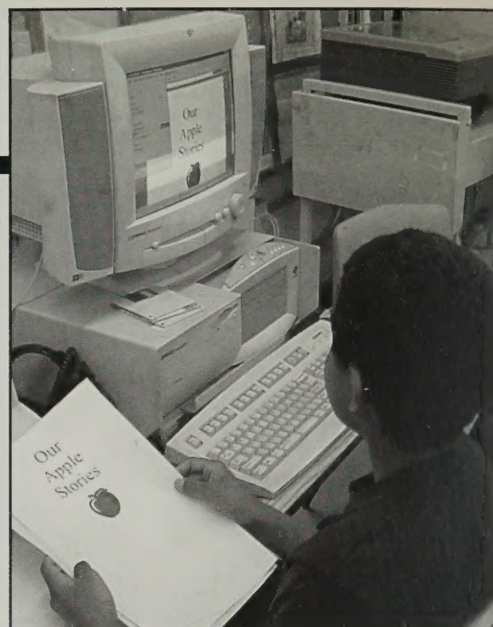
The Office of Bilingual Education and World Languages undertook and accomplished numerous activities during the 1999-2000 school year, aligning the English as a Second Language (ESL) curriculum and teaching to the State content standards.

Bilingual Education services enabled students to successfully perform in an English-language instructional setting. More than 3,735 Limited English Proficiency (LEP) students took part in the program.

Additionally, the Office of Bilingual Education:

- Introduced assessment portfolios in the content areas for LEP students.
- Provided classrooms with reference materials, authentic literature, computers and software to prepare LEP students for the reading and writing demands of ESPA, GEPA and HSPA.
- Made district mid-term and final exams available to non-English speaking students by developing translations of literacy and math exams in Spanish and Portuguese.
- Adopted new secondary texts for French, Italian and Spanish and approved the teaching of signing.
- Created thematic world language units for kindergarten through fourth-grade that correlate with the social studies curriculum.
- Began the process for hiring world language teachers for every elementary school.
- Held a Multilingual Annual Spelling Bee at the Newark Museum.
- Provided in-service training to all English as a Second Language (ESL)/world language teachers on teaching language through content, managing the portfolio assessment process, writing styles, and using multimedia resources to enhance teaching and learning.
- Introduced Diagnostic Reading Assessment to Spanish bilingual teachers of kindergarten through third-grade.
- Participated in the Spanish and Italian poetry reading contest at William Paterson University at which East Side High School won first place.

Technology



As technology continues to shape the world, integrating technology as a tool for teaching has become increasingly important to the district. The Office of Instructional Technology introduced a host of innovative programs, including partnerships with local colleges, interdistrict collaborative distance learning activities, and the infusion of technology into the Core Curriculum Content Standards. Newark Public Schools students also had continued access to the Extra Help Homework Hotline program on Cablevision.

Highlights

- Established four Interactive Television (ITV) rooms at University and Technology High Schools and Camden and Gladys Hillman-Jones Middle Schools.
- Enrolled high school students in classes as part of the Essex County ITV Consortium in conjunction with Essex County College.
- Participated in ITV special events including Liberty Science Center and Hackensack Meadowlands Development presentations and collaborations with students from Paterson and Jersey City.
- Integrated engineering with high level computer programming using robotics. The planning and thinking processes that involve utilizing robotics gave students insight into technology-related careers.
- Assisted in the planning of a media center funded by the New Jersey Nets basketball team. The upgraded media center, located at Malcolm X Shabazz, included 25 new computers, furniture, electrical upgrades and network cabling.
- Students from Malcolm X Shabazz and West Side High Schools partnered on an E-Commerce PowerPoint project. The students worked collaboratively, via email, in the development of their PowerPoint presentations.

ACADEMICS

HEALTH EDUCATION

Health and Physical Education were vital components to last year's academic curriculum. A wide array of student and parent educational programs and services were delivered throughout the district. Substance abuse counselors have taken an increased role in teaching health related issues regarding substance awareness, personal health, societal problems, and alcohol and tobacco education.

Highlights

- New textbooks and resource materials for grades Kindergarten through five were purchased.
- The Totally Awesome Health Program, aligned with state and national standards, was implemented.
- All district Health and Physical Education teachers attended workshops in wellness, tennis and golf.

SPECIAL EDUCATION

The Office of Special Education has made positive strides towards providing the district's special needs children and their families with a myriad of programs, services and informative activities and workshops. A summer school program was offered and featured robotics and meteorological programs for special needs children. Also, parents played an integral role by meeting monthly to discuss common concerns, news and ideas, and participated in workshops. The 1999-2000 school year also included:

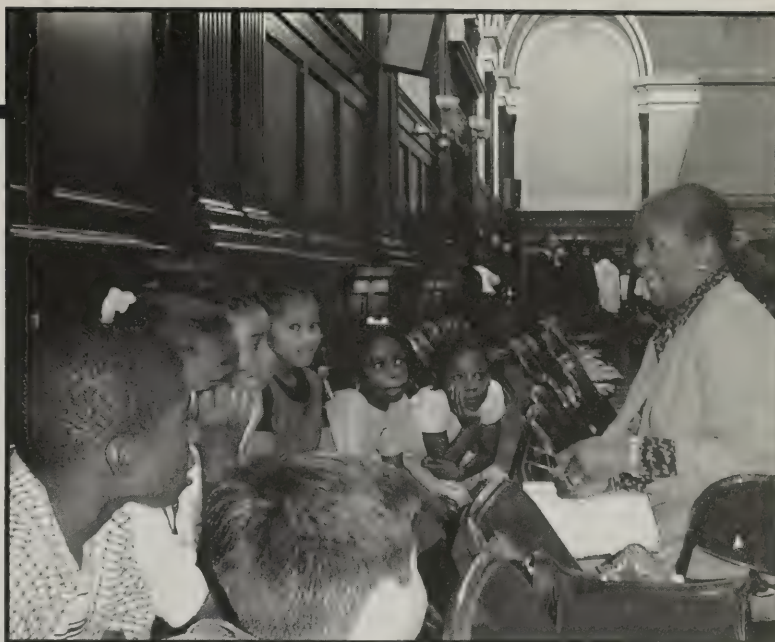
- Inclusion throughout the district.
- Student projects were highlighted at a science fair sponsored by the Special Education Parent Advisory Council (SEPAC) and Alpha Kappa Alpha Sorority.
- Introduction of golf at John F. Kennedy School.
- Montgomery High School renovated their bakery and students enrolled in the New York Food and Hotel Management School.

GIFTED AND TALENTED

The Office of Gifted and Talented identified over 1500 students in 34 elementary schools to participate in the Gifted and Talented program.

Highlights

- Extended Learning at the Newark Museum focused on the visual arts and science.



GIFTED AND TALENTED (CONT'D.)

- Extended Learning at the New Jersey Historical Society included year-long projects based on exhibits and original material found at the society.
- A PSAT/SAT Program provided training of 30 students in PSAT/SAT preparation.
- Architecture, Transportation and Physics programs were offered at NJIT.
- Over 150 academically exceptional students attended college for three weeks through the Johns Hopkins Center for Talented Youth.

EXTENDED CLASSROOM EXPERIENCES

The district continued and expanded the Extended Classroom Experiences program, which provides opportunities outside of the classroom that are then integrated into the regular curriculum and instruction.

Highlights

- Students visited the Liberty Science Center, Newark Airport, the Newark Museum, the Newark Public Library, the New Jersey Historical Society, and the New Jersey Performing Arts Center.
- Students attended on-site presentations by a Paul Robeson Chautauquan.
- New initiatives included a "Writing Through the Arts" program for third graders and a traveling zoo for ninth grade science students, sponsored by The Newark Museum.

Academics

EXTENDED SCHOOL DAY PROGRAMS

The recently created Office of Extended School Day Programs addressed the growing need for after-school and summer programs for Newark Public Schools. The programs consist of the 21st Century Community Learning Centers program, the After-School Youth Development program, and the Nutritional Snack program. The program components provide for educational, recreational, and cultural enhancement, and personal development for children of all ages.

Highlights

- Over 10,000 students at 65 sites participated daily.
- Three instructional programs were offered in preparation for Grade Eight Proficiency Assessment (GEPA), High School Proficiency Assessment (HSPA), and the Scholastic Assessment Test (SAT).
- The Science Initiative was designed for students in third and fourth grades in preparation for the ESPA.
- Adventures in Peacemaking offered conflict resolution.
- Lacrosse, tennis, golf, swimming and softball were offered and over 1,200 elementary students participated in the basketball program.
- Over 5,500 nutritional snacks were served per day.

GATEWAY ACADEMY

The motto of the Newark Public Schools is "*All Children Will Learn*". This motto drives the teaching and learning that prepares students from kindergarten to age 18. This also applies to students who return to the school system after incarceration. The district understands that the education of students must be approached through different strategies and we realize that no two individuals learn alike. For these reasons, Gateway Academy was developed.

Opened in September of 1999, Gateway Academy serves as a transition from incarceration back to school. The program includes: counseling; staff members specially trained to provide academic and social services support; mentoring programs with Rutgers University; and an assessment process to keep the program progressive.

PROJECT ACCEL

Project ACCEL (Accelerated Curriculum Classes Emphasizing Learning) is a drop-out prevention program for 'at risk' students. The program is designed for students in grades five through seven who have been retained and who exhibit the potential to accelerate their learning rate while meeting academic performance standards for their age-level. Successful students progress two years academically within one school year to rejoin their peer group. During the last school year, 130 students:

- Attended weekly science workshops at Rutgers University for eight weeks on Saturdays.
- Participated in a nationwide poetry contest and city-wide writing contest--ACCEL students were among the winners in both. Six computers were also won for a science exhibit at a combined math and science fair.
- Visited the US Stock Exchange on Wall Street, New York City; Baltimore Harbor; and assisted at a Feed the Hungry event.

SCHOOL-TO-CAREER AND COLLEGE INITIATIVES

The School-to-Career and College Initiatives program (STCCI) is a new approach to learning that incorporates theory with real job experiences. Students enter the program during their freshman year of high school through the Career Exploration Course which is paired with Computer Literacy/Keyboarding. During the remaining three years of high school, students continue to be involved in courses that prepare them for their areas of interest while completing state and district requirements for graduation.

The STCCI program is comprised of workplace mentoring, internships, job shadowing and apprenticeships. Each program offered is designed to meet industry standards and help students' transition from secondary school to college or employment. Some of the School-to-Career business partners include American Express, Anheuser-Busch, Continental Airlines, First Union Bank, Johnson & Johnson, Marriott Hotels, Prudential Insurance Company and Wakefern Foods.

ACADEMICS

PROJECT GRAD (GRADUATION REALLY ACHIEVES DREAMS)

Project GRAD is a \$15 million program, funded by Lucent Technologies Foundation and the Ford Foundation. Among the incentives, the program provides scholarships to Malcolm X Shabazz High School students. (Central High School students are to be included in the 2000-2001 school year.)

Elementary feeder schools to the high school are also part of the program, in an effort to prepare younger students for high school and college graduation. Other major components to the program include: Consistency Management & Cooperative Discipline, Success For All Reading Program, a math component, and Communities in Schools.

Highlights

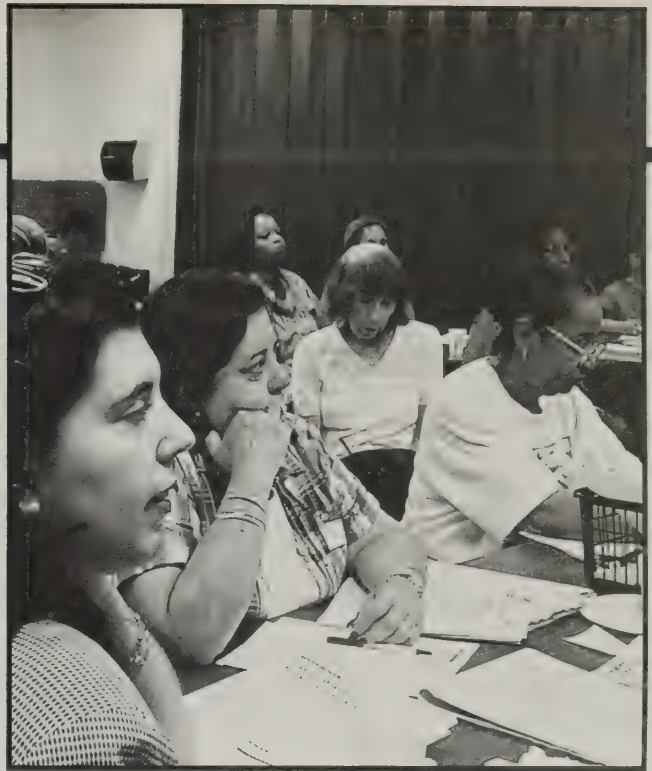
- Eight of the feeder elementary schools implemented Success For All (SFA), which is a Whole School Reform model program. Implementation has included extensive staff development and support in the use of SFA materials and techniques.
- Staff also received training in how to use the internet to collaborate with Project GRAD teachers in Houston, Texas, where the program originated, and to gain from their experience for the benefit of our students.
- The district collaborated with the program sponsors in a "Walk for Success" in November 1999 in an effort to publicize the program to parents and to recruit more students.

Title I

Title I is a program for students who require extra help with their studies. The district has embarked on a math project for teachers with Rutgers University in order to improve student achievement. The aim is to assist our students to recognize their mathematical potential by developing and at the same time documenting their problem-solving abilities.

GRANTS

Among the programs implemented as a result of the application of over 115 grants were: the New Jersey Character Education Pilot Program, operating throughout the district in grades kindergarten to eight; the New Jersey Technology Literacy Fund at Camden Middle Model Technology School; the 21st Century Community Learning Centers, an extended school day program in nine schools; and the Dual Language program at Benjamin Franklin School. More than \$17 million in grant applications were submitted during the year requesting new and continuing funds.



INSTRUCTIONAL STAFF DEVELOPMENT

The Office of Instructional Staff Development spearheaded a very successful training program for district principals and teaching staff during the 1999-2000 school year.

School Reform and School Improvement were the themes upon which the training was based. Monthly meetings, along with the Superintendent's conference, allowed staff to meet with renowned educators from the National Urban Alliance, Education Trust, the Human Relations Group and the Institute of Higher Learning. Caldwell College, Teachers' College at Columbia University, Seton Hall University and Shared Learning Incorporated, were among the institutions of higher learning that provided technical assistance.

Professional Development has been the catalyst by which administrators and teachers hone their skills. The 2000 school year began with this development, endorsed by the State of New Jersey which has adopted a code requiring all certified teachers to engage in 100 hours of professional development over a period of five years.

In response to this mandate, the Newark Public Schools has instituted a professional development subcommittee that will oversee the organization and effective professional standards that will be aligned with the State's standards.

Additionally, Newark continues to work closely with local colleges and universities to ensure that potential teaching candidates have every opportunity to take part in classroom experiences. The program places candidates in Newark schools to see teaching close up. More experienced teachers take part in the Teachers' Institutes. The sessions explore established practices and practical applications.

BUDGET

SEVENTY-FIVE PERCENT OF THE DISTRICT'S BUDGET FOR THE 1999-2000 SCHOOL YEAR CAME FROM STATE ALLOCATED FUNDS, SIX PERCENT CAME FROM FEDERAL SOURCES AND 19 PERCENT WAS FROM LOCAL SOURCES. BELOW IS A DETAILED BREAKDOWN SHOWING EXACT DOLLAR FIGURES. THE PIE CHART SHOWS THE PERCENTAGE OF FUNDING FROM EACH SOURCE. DESPITE RISING OPERATING COSTS, THE DISTRICT HAS BEEN ABLE TO HOLD THE LOCAL TAX LEVY AT \$80,000,000 FOR THE FIFTH CONSECUTIVE YEAR.

LOCAL

LOCAL TAX LEVY	80,000,000
TUITION	579,508
MISCELLANEOUS	15,159,899
	95,739,407

STATE

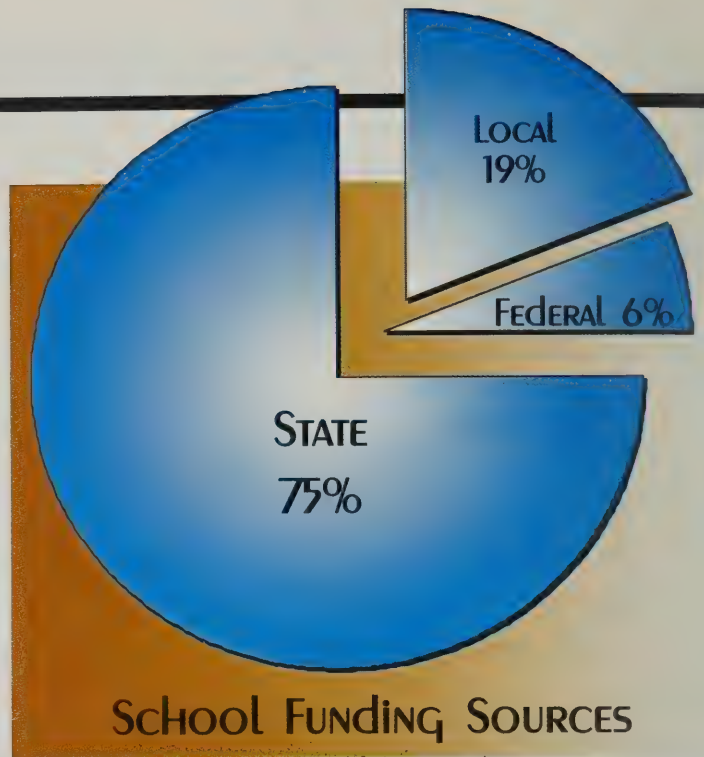
CORE CURRICULUM STANDARDS AID	248,447,262
SUPPLEMENTAL CCS AID	17,994,485
SPECIAL EDUCATION AID	23,337,503
TRANSPORTATION AID	2,555,128
SUPPLEMENTAL STABILIZATION AID	4,000,000
BILINGUAL AID	4,034,741
OTHER STATE AID	1,538,343
ABBOTT PARITY AID	30,109,232
ADDITIONAL ABBOTT V. BURKE AID	47,500,000
	379,516,694

SPECIAL REVENUES*

LOCAL	15,028,950
STATE	65,715,093
FEDERAL	35,107,384
	115,851,427
PRIOR YEAR ENCUMBRANCES	15,569,058

TOTAL DEBT SERVICE	9,382,823
TOTAL FUNDS	616,059,409

*FUNDING FOR SPECIFIC PURPOSES, SUCH AS SPECIAL EDUCATION, BILINGUAL EDUCATION AND EARLY CHILDHOOD PROGRAMS



GENERAL FUND EXPENDITURE (HOW THE DOLLARS ARE SPENT)

WHOLE SCHOOL REFORM	.2
CHARTER SCHOOLS	1.0
REGULAR INSTRUCTION	22.0
CO-CURRICULAR/ATHLETIC ACTIVITIES	.7
SPECIAL EDUCATION	5.0
TUITION	6.0
TRANSPORTATION	3.0
SCHOOL ADMINISTRATION	5.0
GENERAL ADMINISTRATION	2.4
SUPPORT SERVICES	9.8
OPERATIONS/MAINTENANCE	12.0
BUSINESS SERVICES	9.0
FOOD SERVICES	1.3
FACILITIES/EQUIPMENT	1.4
SPECIAL SCHOOLS	.7
SPECIAL REVENUES	19.0
DEBT SERVICES	1.5

TOTAL GENERAL FUNDS	100.0
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FACILITIES

The Newark Public Schools operates nearly 100 buildings, of which 82 are school buildings (76 schools with annexes), located throughout the five wards of the city. Many of the schools were built over 80 years ago. Lafayette Street School is the oldest operating school in New Jersey, with one wing dating back to 1848. The district therefore has to deal with ongoing maintenance issues and costs, as well as overcrowding in some schools.

During 1999-2000, while awaiting feedback from the state on the Facilities Management Plan (FMP), which is the district's plan for the construction of new schools, additions, and maintenance of existing schools, the district moved forward on several facilities projects.

Highlights

- Plans were submitted to the State Department of Education for new facilities to replace the present Belmont Runyon Elementary School and Central and Science High Schools.
- Gateway Academy on Washington Street was opened.
- Community-based meetings were held from January through April, 2000 to inform and consult parents about the district's FMP.
- Work started in May 2000 on the new Malcolm X Shabazz Athletic Complex.
- Plans were made to address serious overcrowding of schools in the east and north wards, including the use of temporary classroom units (TCUs).
- Overall reorganization of the Office of Facilities Management has improved communication within the district to enable increased presence of skilled tradespeople to maintain our schools and reduce overall response times.
- Many leaking roofs were replaced, a major computer wiring initiative in our schools was completed, extensive painting of classrooms, gyms, hallways and stairwells was ongoing, and an extensive fire alarm maintenance effort occurred. Also, major retrofitting of existing heating controls was completed, as well as the replacement of almost all the steamtraps and lighting fixtures.



- New state-of-the-art playgrounds were built at William H. Brown Academy and Quitman Street Community School in partnership with the Trust for Public Land and the Prudential Foundation.

SECURITY

During the last several years, there has been a decrease in break-ins and fewer cases of vandalism due to a more aggressive stance on search and seizure procedures. Students have also become involved in cleaning up graffiti. Other significant achievements include:

- A state-of-the-art surveillance system was installed at Malcolm X Shabazz High School.
- A Pro-Tracking System, an internal monitoring of schools by security guards, was initiated --this is monitoring of where security guards patrol in our school buildings at any given time.
- The Office of Security Services participated in the Newark Violence Prevention Task Force, whereby school-age repeated offenders are encouraged to attend school so they can lead more productive lives. The office has also been working with the Essex County Probation Service so students on probation can be visited at school to stress the supportive and educational nature of the school environment.

STUDENT PERFORMANCE

The following standardized tests are mandated by the New Jersey State Legislature and must be administered to students in the fourth, eighth and eleventh grades. The tests are used to assess students' academic progress and whether students are mastering the skills needed to graduate from high school.

1999-2000 ESPA

ESPA is the state test for fourth-grade students. The test measures how well students are achieving in the area of the New Jersey Core Curriculum Content Standards. Students are tested in language arts literacy, mathematics and science.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA – GRADE 4)			
	1998-99 Percentage Passing District	1999-00 Percentage Passing District	1999-00 Percentage Passing State
LANGUAGE ARTS	32.1%	31.1%	61.1%
MATH	29.2%	33.5%	71.3%
SCIENCE	53.8%	56.6%	89.6%

1999-2000 GEPA

GEPA is the state test which is administered to eighth graders. The GEPA replaces the Grade 8 Early Warning Test. GEPA helps to determine how well students are mastering the skills needed to pass the High School Proficiency Assessment (HSPA) which will replace the HSPT11 as the new graduation test. Students are tested in language arts literacy, mathematics and science.

GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA – GRADE 8)			
	1998-99 Percentage Passing District	1999-00 Percentage Passing District	1999-00 Percentage Passing State
LANGUAGE ARTS	52.6%	47.5%	83.7%
MATH	24.1%	21.7%	67.3%
SCIENCE	Not Given	28.8%	80.1%

1999-2000 HSPT11

The HSPT11 is required for all students who entered high school during and after September 1991. Students must pass the test which focuses on higher order skills such as critical thinking, problem solving, reasoning and decision making. The areas tested are reading, writing, and math.

HIGH SCHOOL PROFICIENCY TEST (HSPT11)				
	1996-97 Percentage Passing District	1997-98 Percentage Passing District	1998-99 Percentage Passing District	1999-00 Percentage Passing District
READING	60.5%	63.3%	53.5%	56.4%
MATH	62.1%	50.0%	57.0%	59.0%
WRITING	63.0%	61.1%	65.7%	59.7%

ATHLETICS

The Newark Public Schools has always prided itself on the success of the various athletic teams. Many athletes continue on to both college and professional sports teams. This past year post-season tournaments in baseball, basketball, bowling, cross country, golf, softball, track, volleyball and field have been added to provide additional competitions for students.

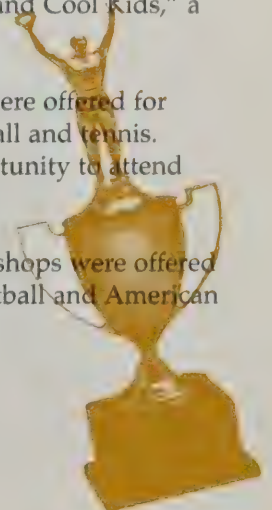
Over 40 elementary schools participated in the Newark Public Schools Elementary Track meet at Untermann Field.

Newark students earned more All-County and All-State honors in football and basketball in 1999 - 2000, than in past years. District teams and individual athletes also received tremendous coverage from *The Star-Ledger* newspaper.



Highlights

- The West Side High School Boys' and Girls' Basketball Teams played in the finals of the Essex County Basketball Tournament. For the first time in nearly 20 years Newark had two teams in the finals.
- The district offered free sports clinics for all high school softball teams.
- Malcolm X Shabazz and University High Schools won state sectional championships in basketball.
- Barringer High School Boys' Volleyball team was ranked in the top 15 in the state this spring.
- Professional athletes trained high school students to mentor fifth and sixth graders on the dangers of substance abuse through "Heroes and Cool Kids," a peer mentoring program.
- Staff development workshops were offered for school coaches in football, basketball and tennis. Coaches were also given the opportunity to attend sports clinics offered by NJSIAA.
- Student Sports clinics and workshops were offered in football, softball pitching, basketball and American Red Cross lifeguard training.

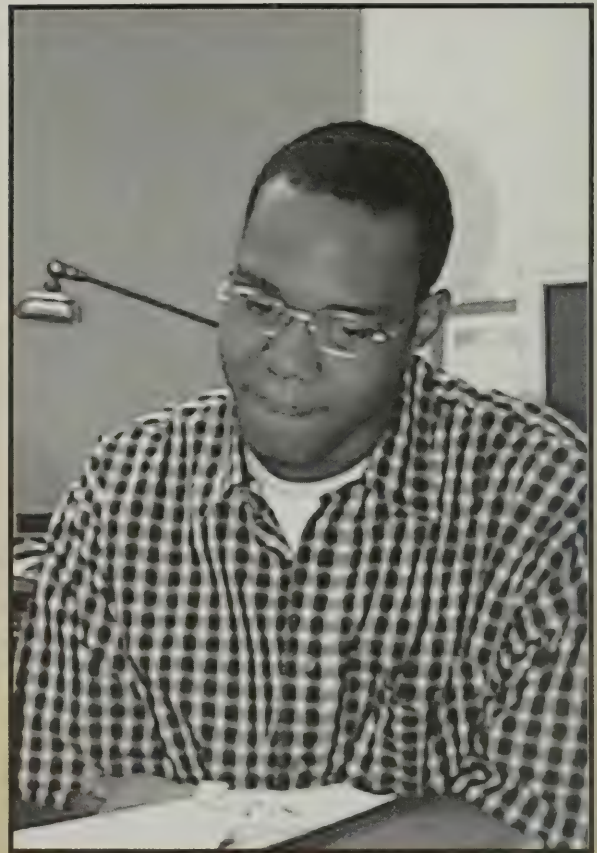


ATTENDANCE AND TRUANCY PREVENTION MEASURES

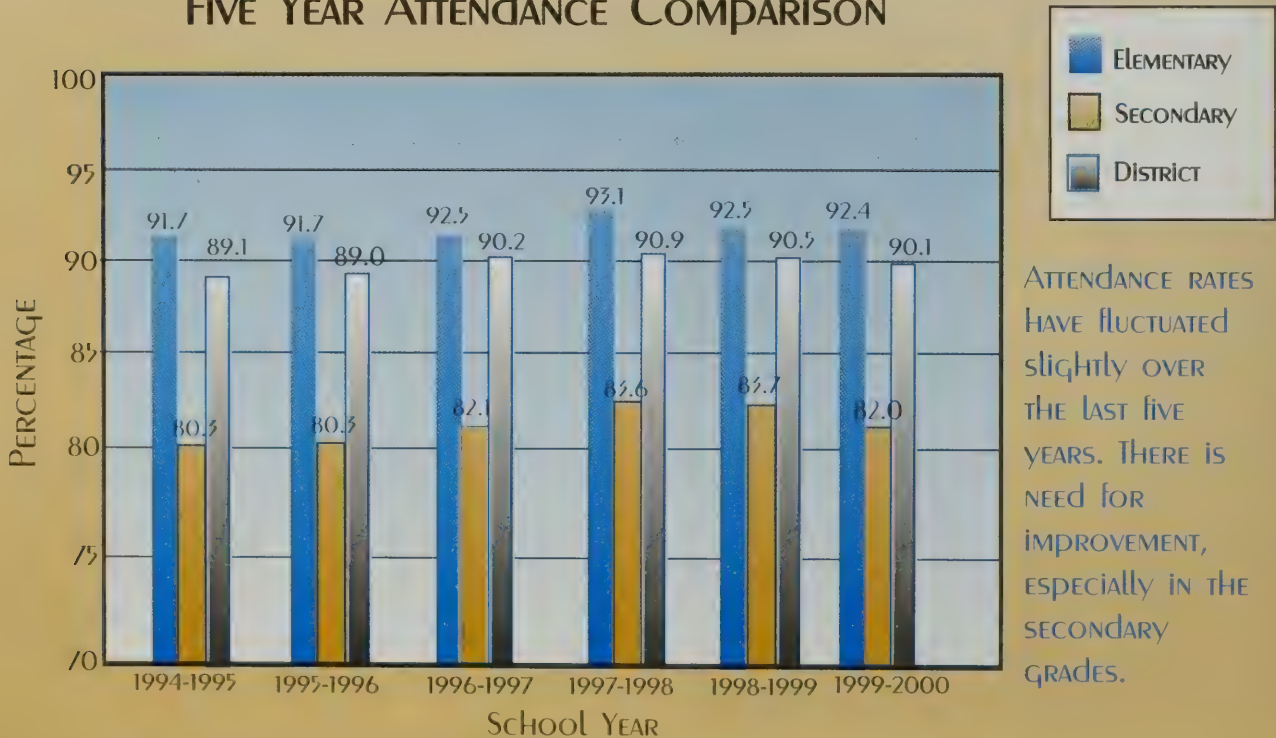
IMPROVING ATTENDANCE

To improve students' attendance, the district has taken the following steps:

- The Truancy Task Force has been working with schools to improve communication and procedures.
- The Truancy Task Force began working with the Essex County Municipal Court to encourage parents to attend parenting skills classes.
- The Office of Attendance organized a student poster contest to promote Perfect Attendance Month.



FIVE YEAR ATTENDANCE COMPARISON



DISTRICT/COMMUNITY INITIATIVES

The Office of Community Development assists all district schools in developing and maintaining a comprehensive parent and community involvement program around five major program areas: School to Home Communications, Parent Effectiveness Training, Volunteerism, Leadership Development, and Community Partnerships. The office is also responsible for promoting business opportunities for local, minority and women contractors and vendors.

Highlights

- The Fourteenth Annual Newark Citywide Parents Conference, "Moving Forward with Accountability and a New Vision" which was attended by over 500 parents and staff.
- Workshops were held on Computer Literacy Training, Whole School Reform Orientation and Information, Parent Effectiveness, and Megaskills to help parents develop their children's attitudes, behaviors and skills needed to be successful, not only in school, but in life.
- Sixty-two elementary schools established Parent Volunteer Academy programs, with more than 800 parent and community volunteers districtwide.
- The annual All-City Youth Concert, showcased multitalented students from schools throughout the district and was dedicated to parent and community volunteers who have given support to the district.
- A "First Day of School Celebration" was held to form collaborative partnerships with community-based organizations, schools, parents and students to encourage parent and community support.
- The annual "Principal for a Day" program assigned community, business and government officials to schools to provide a hands-on experience in the role of school principal.
- The "Flowers for the Newark Schools" project was held in collaboration with the Greater Newark Conservancy and provided chrysanthemums, barrels, mulch and directions on maintaining the flowers to the schools.
- The Newark Public Schools, United Way of Essex/West Hudson and the City of Newark collaborated in the "Census 2000 Be Counted" campaign encouraging city residents to participate in this year's census.



Health Clinics

Having both healthy bodies and healthy minds are extremely important in educating our children. In 1998 the first district full-service health clinic opened in George Washington Carver Elementary School, as a result of a three-way partnership between the Newark Public Schools, the Saint Barnabas Health Care System and the Newark Beth Israel Healthcare Foundation of New Jersey. The success of the Carver Clinic led to the replication of this model in two additional schools: Quitman Street Elementary School, and Dayton Street School. A fourth clinic is being planned for Malcolm X Shabazz High School.

In each clinic, a team of healthcare professionals from the Children's Hospital of New Jersey Beth Israel Medical Pediatric Center work together with school nurses to enhance existing school health services. Diagnoses, screenings, treatment and health services are available in the clinics. Dental exams can be scheduled as well as topical fluoride treatments and sealants. A full-time social worker is also available to provide individual and group counseling services.

SCHOOL/COMMUNITY COLLABORATIVES

The following is a partial listing of partnerships and services provided on-site to Newark Public Schools students. To receive information on a specific school/community collaboration, please contact the school or the Office of Community Development.

1. 10,000 MENTORS

10,000 MENTORS is a partnership program between Educate America, Inc. and the Newark Public Schools. Our goal is to match 10,000 Newark children, ages 8 to 13, with mature adults. The program is currently in six schools and mentoring services are provided for over 1,600 students.

2. PROJECT GRAD

Project GRAD/Newark is a multi-faceted program for change in the Newark Public Schools, based on the successful Houston-based Project GRAD. The centerpiece of the program is the offer of a guaranteed college scholarship of \$6,000 over four years to each Malcolm X Shabazz High School student who meets the program requirements. The \$15 million program not only offers scholarships, but also encourages high school and grade school students achievement and enlists the participation of families, educators, community members, and corporations. The Lucent Technologies Foundation of New Jersey and the Ford Foundation of New York fund the program.

3. SCHOOLS OF PROMISE

Schools of Promise is a school-based community collaboration in which local groups, in partnership with their school officials, deliver five fundamental resources to children either directly or indirectly through existing school facilities. The five fundamental resources are: an on-going relationship with a caring adult, a safe place to learn and grow during non-school hours, a healthy start, marketable skills, and an opportunity to give back through community service. Acting as a hub in the community, a School of Promise is where parents, young people, communities of faith, educators, businesses, service providers, not-for-profit organizations, law enforcement, professional associations, local government agencies and others coordinate and integrate the delivery of needed services. The Newark Schools of Promise Initiative, sponsored by Lucent Technologies, Bristol Myers Squibb, The Prudential Foundation, The READY Foundation and the MCJ Foundation was launched in 1998. Located in five schools, the Initiative served over 1600 students.

4. NEWARK DO SOMETHING COMMUNITY COACHES

Community Coaches work after school and on weekends to help build the community in the school and outside the school. Coaches develop and guide a leadership team for the school; they encourage students to develop their own ideas in areas such as recycling, aesthetics and other neighborhood improvements. Nineteen Newark Public Schools participate in the community coach network.

5. THE NEWARK-NORTH JERSEY COMMITTEE OF BLACK CHURCHMEN TUTORIAL PROGRAM

The Newark-North Jersey Committee of Black Churchmen works with Newark churches to provide after-school tutorial services for students who attend the Newark Public Schools. The program currently offers tutoring in reading, math and writing.



6. PCCI

Each year through the Suburban Cultural Educational Enrichment Program (SCEEP), Protestant Community Centers Inc. (PCCI) links more than 450 Newark elementary school children, beginning in the third grade, with volunteer tutors working with children on a one-on-one basis. The tutoring programs are specifically designed to serve as a support system to Newark's youngsters and their families. The educational programs are developed in close conjunction with parents, teachers, social workers, guidance counselors and community leaders. The tutors serve as teachers, mentors, friends and confidants. The program is currently offered in three schools.

7. BEST FRIENDS

Best Friends is a youth development program with a character-building curriculum emphasizing abstinence from sex, drugs and alcohol. The Best Friends curriculum promotes goal setting and academic achievement through discussions with adult instructors, role models and mentors about friendship, love and dating, decision-making, self-respect, alcohol abuse, physical fitness and nutrition, AIDS and STDs. Currently over 500 girls from the Newark Public Schools participate in the program.

8. NEWARK AMERICA READS PARTNERSHIP

The Newark America READS partnership was formed by the Newark Literacy Campaign, NJ Institute of Technology, Rutgers University, and the Protestant Community Centers, Inc. to locate and coordinate the necessary resources to develop, deliver and manage a meaningful continuum of literary services for children who need to improve their reading skills. The program is currently in five district schools.

9. EXPLORE PROGRAM

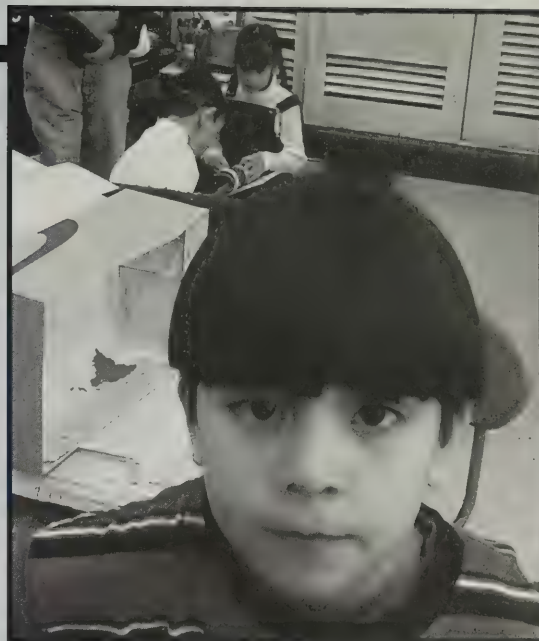
The Explore Program provided before and after school services for kindergarten through eighth graders. Students learned by exploring in an age-appropriate environment that was more like camp than school, utilizing the latest technology and a hands-on learning approach. Children also enhanced their enjoyment of reading, social studies, math, science, sports, computers and history. The lead agency for the program was Communities In Schools and was offered in four schools.

10. FACES

Family and Children's Educational Services (FACES) is a school linked service effort that integrates education, health, and social services for families with children under the age of six. This integration will increase existing collaborations among the partners to develop and work toward a set of common goals. The lead agencies for the program are Babyland, Ironbound Community Corporation, and La Casa de Don Pedro. The program is currently in six schools.

Early Childhood CENTERS

Alice's Friendly Day Care, 14 Napoleon St., 817-8469
Babyland #2, 540 Orange St., 481-3244
Babyland #3, 200 So. Orange Ave., 623-8016
Babyland #5, 278-282 So. Orange Ave., 242-3115
Babyland #7, 176 Avon Ave., 242-6966
Babyland/Good Counsel, 654 Summer Ave., 481-3943
CCS Child Development Ctr., 89 Park Ave., 483-9387
Chen School, 32 Central Ave., 624-1681
Child Development for Continued Progress, 135 Prince St., 642-7389
Childtime Children's Ctr., 105 Lock St., 645-0442
Clinton Hill Community & Early Childhood Ctr., 420 Hawthorne Ave., 372-8877
Dove Community Child Care Academy, 902 18th Ave., 371-1453
Essex County College Child Development Ctr., 303 University Ave., 877-3357
Friendly Fuld Neighborhood Ctr., 165 Court St., 642-3144
Giant Steps Learning Ctr., 725 MLK Blvd., 623-9337
Ironbound Community Corp. Children's Ctr., 317 Elm St., 589-6873
Just Us Kids, 364 North 5th St., 484-1661
Kiddie Korner, 319-321 Verona Ave., 484-5166
Kiddie Korner, 740 So. 18th St., 375-1222
King Memorial, 224 W. Kinney St., 642-4327
La Casa de Don, Pedro, 75 Park Ave., 485-0850
Leaguers, 750 Clinton Ave., 375-6840
Leaguers, Clear View Baptist Church, 314-320 Hobson St., 923-7002
Leaguers, Hopewell Baptist Church, 785 MLK Blvd., 565-9377
Little Dreamers Day Care, 438 Kerrigan Blvd., 375-8210
Mary Wheeler Willis Educational and Cultural Ctr., 447 18th Ave., 642-4457
Mt. Carmel Guild Children's Ctr., 39 Bleeker St., 643-4956
New Hope Day Care, 111-119 Sussex Ave., 622-2051
Newark Day Ctr., 43 Hill St., 643-5710
Newark Preschool Council, Garden Spires IV 175, 1st St., 485-8194
Newark Preschool Council, Metropolitan Baptist, 149 Springfield Ave., 621-7010
Newark Preschool Council, Roseville Ave., 169-170 Roseville Ave., 482-7181
Newark Preschool Council, St. Lucy's Church, 107 7th Ave. 483-4739
Newark Preschool Council, St. Luke's AME Church, 146 Clinton Ave., 624-7454
Newark Preschool Council, Trinity Baptist, 400 S. 12th St., 645-0222
Newark Preschool Council, Zion Hill Baptist, 152 Osborne Terr., 824-2563
North End Nursery, 85 E. Fourth Ave., 482-1824
NTC Bradley Court, 78 Munn Ave., 375-3800
NTC Kretchmer Homes, 34 Van Vetchen St., 824-0111
NTC Scudder Child Care, 165 Court St., 643-3881
Precious Littles Day Care, 1132 So. Orange Ave., 371-2451
Sarah Ward Nursery, 27 Jay St., 482-3593
St. Ann's Community Day Care, 110 16th Ave., 642-4018
St. Joseph's Day Care, 187 W. Market St., 643-2411
The Centre, 23 Elizabeth Ave., 242-0022
The Learning Playhouse, 84 Clinton Ave., 242-5858
The Mustard Seed Child Development Ctr., 407 Broad St., 483-2162
The North Ward Center Inc., 346 Mt. Prospect Ave., 481-1023
The North Ward Center Inc., 341 Roseville Ave., 482-8850
The North Ward Center Inc., 475 Mt. Prospect Ave., 482-8011
Tri-City Peoples Corp., 675 S. 19th St., 374-5252
Unified Vailsburg Services Organization, 40 Richelieu Terr., 371-3450
Urban League of Essex County Child Dev. Ctr., 504 Central Ave., 624-9535
Vailsburg Child Development Ctr., 462 Sandford Ave., 371-3450
Watoto Wazuri, 555 Elizabeth Ave., 282-1364



Whole School Reform Models

ACCELERATED SCHOOLS PROJECT organizes the whole school community to accelerate learning by providing all students with challenging activities traditionally reserved for students identified as gifted and talented. Students and teachers engage in problem-solving exercises, active learning and interpretive approaches to the curriculum.

AMERICA'S CHOICE provides design tasks, such as clearly defining standards and assessment; redesigning learning environments; and linking schools with community support and services. For the students, this means a performance assessment system that includes performance tasks and portfolios to determine individual progress in meeting standards.

COALITION OF ESSENTIAL SCHOOLS focuses on instruction that enables students to acquire the skills to question and reason. It is based on nine principles on which teachers must reach consensus and then apply the principles when teaching and organizing students.

THE COMER SCHOOL DEVELOPMENT PROGRAM focuses on bridging the gap between the home and the school by identifying and addressing the underlying problems of students and their families and involving all school staff, community agencies and parents in designing appropriate solutions to problems, and in the planning of school activities.

COMMUNITY FOR LEARNING (CFL) focuses on high academic achievement and positive student self-perception by coordinating instruction and other school activities.

CO'NECT combines an emphasis on academic excellence with an unrelenting commitment to making classrooms challenging, engaging and productive places for every student. Most students stay in the same cluster, with the same teachers, for at least two years.



MICRO SOCIETY is designed to replicate the real world within a school, and each student has a role in running that world -- for example, young entrepreneurs produce goods and services, elected officials establish laws, and all citizens earn wages. Students attend regular classes for part of the day and apply what they have learned "on the job" for the rest of the time. By learning by doing, they retain far more of their lessons.

SUCCESS FOR ALL (SFA) is an approach to school improvement that involves changes in every aspect of elementary school organization, instruction and curriculum. The program focuses on preventing school failure by ensuring that all students are reading at grade level by grade three, one-to-one tutoring for low-achieving students, frequent assessment of student progress, and family support programs.

TALENT DEVELOPMENT HIGH SCHOOL divides large urban schools into smaller units -- academies -- which may be based on career themes in the upper grades. Reorganization of a school should create a more personalized environment that focuses on students' interests within an academic core of courses.

Appendices

Whole School Reform Models

<u>School</u>	<u>Models</u>	<u>School</u>	<u>Models</u>
ABINGTON AVENUE	Coalition	LAFAYETTE STREET/ANNEX	ACCELERATED
ALEXANDER STREET	ACCELERATED	LINCOLN	COMER
ANN STREET	COMER	LOUISE A. SPENCER	SFA
ARTS High	*	LUIS MUNOZ MARIN	CFL
AVON AVENUE	SFA	MADISON AVENUE	SFA
BARRINGER High	*	M. X SHABAZZ High	Talent Development
BELMONT-RUNYON	SFA	MAPLE AVENUE/ANNEX	SFA
BOYLAN STREET	SFA	McKinley	ACCELERATED
BRAQAW	ACCELERATED	MILLER STREET	SFA
BRANCH BROOK	ACCELERATED	MONTGOMERY ACADEMY	CFL
BROADWAY ELEMENTARY	ACCELERATED	MORTON STREET	AMERICA'S CHOICE
BRUCE STREET	MICROSOCIETY	MOUNT VERNON	ACCELERATED
BURNET STREET	AMERICA'S CHOICE	NJ REGIONAL DAY	N/A
CAMDEN STREET	CFL	NEWARK EVENING High	N/A
CAMDEN STREET Middle	CO'NECT	NEWTON STREET	SFA
CENTRAL High	Talent Development	OLIVER STREET	ACCELERATED
CHANCELLOR ANNEX	COMER	PESHINE AVENUE	SFA
CHANCELLOR AVENUE	COMER	QUITMAN STREET	COMER
CLEVELAND	SFA	RAFAEL HERNANDEZ	AMERICA'S CHOICE
CLINTON AVENUE	COMER	RIDGE STREET	ACCELERATED
DAYTON STREET	SFA	ROBERTO CLEMENTE	SFA
DR. E. ALMA FLAGG	Coalition	ROSEVILLE AVENUE	ACCELERATED
DR. MARTIN LUTHER KING	CFL	SAMUEL BERLINER	COMER
DR. WILLIAM HORTON	ACCELERATED	SCIENCE High	SITE BASED Model
EAST Side High	Coalition	SOUTH 17TH STREET	ACCELERATED
EIGHTEENTH AVENUE	SFA	SOUTH STREET	COMER
ELLIOTT STREET	SFA	SPEEDWAY	SFA
FIFTEENTH AVENUE	CFL	SUSSEX/SUSSEX ANNEX	SFA
FIRST AVENUE	ACCELERATED	TECHNOLOGY High	*
FOURTEENTH AVENUE	CFL	THIRTEENTH AVENUE	COMER
BENJAMIN FRANKLIN	ACCELERATED	UNIVERSITY High	*
GATEWAY ACADEMY	*	VAILSBURG Middle	*
GEORGE W. CARVER	SFA	WARREN STREET	SFA
GLADYS HILLMAN-JONES	ACCELERATED	WEEQUAHIC High	*
HAROLD WILSON Middle	AMERICA'S CHOICE	WEST KINNEY Alt. High	*
HARRIET TUBMAN	COMER	WEST Side High	*
HAWKINS STREET	ACCELERATED	WM. BROWN ACADEMY	SFA
HAWTHORNE	SFA	WILSON AVENUE	ACCELERATED
JOHN F. KENNEDY	COMER		

* Will select model by JAN. 2001 OR IMPLEMENT
REQUIRED PROGRAMS FOR SECONDARY SCHOOLS



Good morning Chairman Martin, Chairman Wolfe and committee members. I am here at your request to provide an update on the financial status of the Newark School District.

We have been working closely with the Newark School District to rebuild its financial operations. It has been a daunting task that was made all that much more challenging by the need to focus on the past as well as the future. Still, we have made significant progress.

We are in the final stages of completing a budget for the Newark School District for the 2000-2001 school year. The general fund appropriation will be more than \$512 million — \$38 million more than the 1999-2000 budget. We are very proud that this 8 percent increase will be used to fund new programs for the children of Newark. I wish to underscore the fact that this budget represents real growth. The increase in funding is on top of the steps we have taken to eradicate a structural deficit so current educational programs can be maintained.

The Newark School District, with this funding, is spending far above parity and is among the highest spending Abbott districts. The children of Newark come first in this budget, and the state is proud of this commitment.

I would like to give you a sense of how the proposed budget will benefit Newark's children. The additional funds will enable Newark to implement a new alternative education program in six high schools, expand its successful science program and launch a districtwide elementary school writing initiative. There will be funds to upgrade school libraries, purchase musical instruments, support school athletics and establish new before- and after-school tutorial programs. There will be funds to hire world language and speech teachers. And there will be sufficient resources to hire full-time facilitators in elementary schools entering the third cohort of Whole School Reform as well as teacher-tutors for those schools that have elected Success for All as their model.

There are many wonderful and exciting things happening in the Newark School District. We should not lose sight of this fact during our discussion of the district's finances.

When I appeared before you on February 24th, I presented a lengthy, detailed report explaining to the best of our ability how the Newark School District developed a structural budget deficit. I told you then that it was our opinion the problem resulted from lax financial controls and the absence of an accounting system that would have given the district the ability to know how much money it actually had on hand from month to month and from year to year.

As our February report stated: The 1997-1998 budget indicated a sizeable structural deficit, which was carried into the 1998-1999 school year. The 1997-1998 budget was balanced through surplus. However, in 1998-1999 we believe there was insufficient undesignated surplus to cover the structural deficit, so an actual deficit occurred.

That, in a nutshell, was the conclusion of our report. Based on the facts we had in February, we gave you our best estimate regarding the size of the deficit. I presented you with a series of recommendations and steps that the Department of Education would take to remedy the situation and to prevent it from happening again. I also announced that the Department was sending independent accounting firms into Newark. Their mission was to provide a more precise picture of the district's finances, to conduct a forensic audit so we could know with greater certainty how the money was spent, and to examine the district's management structure and operations with an eye on improving accountability and efficiency.

Today I want to let you know what we have done to implement the recommendations we presented to you in February. I will also share with you what we have learned so far from the audit teams and what we are still waiting to find out. When you review the information we are providing today, I hope you will share our belief that while there are some serious and continuing problems in Newark, they have not had any

negative impact on the education of the district's 45,000 school children.

The health, safety and education of the children have been and remain the number one priority of the State District Superintendent and the Department of Education. Despite financial difficulties and operational deficiencies, state intervention has given the children of Newark the best opportunity they have had in years to graduate with the knowledge and skills necessary to succeed in life. Remarkable things that will have a lasting and beneficial impact on students are happening in classrooms across the city. It is a fact that should not be lost in this discussion.

Since February, the Department, working in conjunction with the Newark School District, has made significant progress in implementing the recommendations contained in our original report.

Past mistakes could have been avoided if there had been stronger and clearer lines of communication between the Department and the district. We have put in place a system that we believe will prevent communication breakdowns in the future.

I personally meet with the State District Superintendent Marion Bolden, at least once a month to discuss a wide range of issues, including fiscal matters. Assistant Commissioner of Finance Tom McMahon speaks with Marion on an almost daily basis. Tom and Assistant Commissioner for Field Services John Sherry, whose division oversees the state-operated school districts, have weekly conferences with Betsy DeMatteo, Newark's School Business Administrator, to discuss accomplishments and identify any impediments to further progress. Teamwork is the key to success, and there is a joint understanding of the need to maintain communication and, equally important, to follow up so that words are converted to appropriate action.

The independent audit teams have been busy in the district. What they have found has confirmed our earlier fears. According to their draft financial reports, the Newark School District's 1998-99 budget, which was approved by the Department in the spring of 1998, indicated that the district would carry forward \$22 million of surplus from the 1997-98 school year into the 1998-99 school year.

In fact, the 1997-98 audit, which was completed in the fall of 1999, indicated that the surplus carried forward was only \$12.73 million. In essence, the district booked \$9.25 million more in surplus than it had. The district also had additional unbudgeted expenses. The combination of these errors provided a shortfall of approximately \$12.5 million.

Although this greatly oversimplifies the complexities of the financial problems being faced by the district, it offers an understandable snapshot of the problem.

Why did the district miscalculate its surplus and spending? As we indicated in February, the district could not prepare monthly financial statements. It was not operating a GAAP compliant system. It could not track its payroll, and its financial report for 1997-98 - which should have been available in the fall of 1998 - was not available until a year later, months after the close of the 1998-99 budget cycle. All of these operational failures were documented in our February report and could have provided the information necessary to take corrective actions.

Next, I would like to talk about programmatic justification you requested from the Department at February's hearing.

I sent a memo to Chairman Martin and Chairman Wolfe stating that the Newark district will receive \$60 million in supplemental funding for the 2000-2001 school year. Of that amount, \$46 million will be used to fund the recurring shortfall and \$14 million to fund preexisting contractual obligations, including salary increases and other fixed obligations. I attached a programmatic justification for the \$60 million that indicated what educational programs and services the district would have to eliminate if it did not get supplemental aid.



We also indicated in the memo that additional sums will be required for Whole School Reform and supplemental programs for the coming school year. At this point, we are estimating the additional supplemental funding needs at \$17 million conditioned upon efficiency savings of \$12 million. However, the memo took note of the fact that we were continuing to review the district's budget and that we are still awaiting the results of the 1998-99 audit by KPMG.

Today we are providing you with an update of those figures in the attached document entitled "Reconciliation for Supplemental Funding." These new numbers reflect the Comprehensive Annual Financial Report and audit.

Although KPMG has estimated the district's shortfall for that year to be approximately \$12.5 million, it is important to note that that audit has not yet been finalized. We are continuing to account for certain payroll and accounting records, which are incomplete or nonexistent. We are working with the district, KPMG, Ernst & Young, and Price Waterhouse to complete this work.

Some of the problems encountered by KPMG are being analyzed by Price Waterhouse as part of its forensic audit. The Price Waterhouse audit is not finished. But some of the information the firm has brought to the Department's attention tells us we still have a long way to go before the Newark School District's financial house is finally in order.

Price Waterhouse identified identical payments and unrecorded checks, and supporting documentation for a substantial part of the disbursements is missing. We anticipate Price Waterhouse's work to be completed during the summer.

Since the early stages of our examination into the Newark deficit, I have said that we have not found any concrete evidence that funds were spent on anything other than necessary programs and services, I have also said consistently that if we ever were to find information to the contrary, we would bring it to the attention of the proper authorities.

My message to you today is the same. It would be premature to jump to any conclusions until all of the auditors complete their work. When the results are in I will immediately take whatever action, if any, is justified by the conclusions of their reports.

We must understand that a lot of the problems are deeply rooted, pre-existed state operation and will take a tremendous amount of hard work to fix. We must also understand the problem completely, and these reports will allow us to do that. Although they may portray negative images about the operation of the district, we must remember this district is under a microscope.

You have heard from the State Auditor about his review of Newark's finances. The State Auditor's report of May 15th on Newark's fund balance was a snapshot of the district's finances at a fixed point in time. We have moved considerably beyond that point. We are learning more about the state of the district's finances with each passing week. What I am presenting you today is a much fresher snapshot in time.

The current school year's budget was very difficult. Unfortunately, the constantly unfolding nature of the district's finances did not allow for any reasonable financial planning for 1999-2000. The district is finishing this year and beginning next year with a severe cash flow situation. All of the state supplemental funding awarded to the district since the beginning of the year is booked as a receivable with the cash following next year. We are optimistic the district will complete the year within the constraints of the current cash flow scenario.

We are pleased that, in terms of the district's business operations, monthly financial reports are being filed, the district is GAAP compliant and a new financial system is in place. The payroll system continues to cause problems, but we have successfully transitioned to a new vendor, and we believe that situation will progressively

improve. We are also encountering delays with the generation of monthly reports by the Treasurer of School Monies. The reconciliation of checks with the bank is ongoing and we anticipate the first Treasurer Reports in many years will be filed over the summer.

Perhaps the most troubling aspect of the district's business operations that still remains is its lack of adequate internal controls. The KPMG audit, the Deloitte & Touche management study, which you received today, and Price Waterhouse observations all indicate that the district's internal controls require an overhaul. We will proceed along two tracks. First, we will immediately establish a Disbursement Tracking Team to assist district leadership in ensuring that all expenditures are properly approved and documented. Second, we are developing model internal control policies and an implementation plan to introduce rigorous internal controls in the long term.

There is no doubt that the Newark School District can be run more efficiently. The Deloitte study suggests a number of ways Newark can streamline its operations and improve accountability while saving tens of millions of dollars a year in the process. We will be discussing what steps to take next with Superintendent Bolden and will then immediately move into Phase II, which will include developing specific plans of action that can be implemented in targeted areas.

We are committed to doing everything we can to get the district on a sound financial footing. We will stay the course and set matters right no matter how long it takes.

I am sure you will hear from some of your colleagues and from some people in the audience that this episode "proves" that state intervention in the affairs of the Newark School District was a mistake or, worse, a failure.

I want to state unequivocally that those who make these claims are wrong. Included in the written report we submitted to you in February was a long list of accomplishments and success stories that have improved the educational experience for Newark's school children. Since the list was prepared by the Department of Education, I am certain some critics may have dismissed it as self-serving or embellished.

That is why we have also submitted to you today a copy of an independent report commissioned by the Committee of Advocates for Newark's Children on the impact of state intervention. The report was prepared by the Community Training and Assistance Center (CTAC) in Boston. This national not-for-profit organization is recognized as one of the leading school reform organizations in the United States.

The CTAC report is proof that - from the perspective of what's best for the kids (and isn't that what it's all about?) - our involvement in Newark is a success.

I urge you to read about the significant academic strides that have been made in Newark...how the district has sharpened its focus on student achievement...how thousands of parents are now participating in school improvement planning efforts...how expectations for students have been raised...how student performance has improved in multiple areas...how student behavior has improved...how student attendance has improved...how classroom conditions have improved.

The report talks about how there is a renewed sense of confidence in the school system...how the support and commitment of corporations and foundations has risen dramatically...and how a majority of parents, teachers, students and administrators share a common belief that the Newark schools are improving.

That's a pretty good report card and one any commissioner would be proud to receive.

With that, I want to thank you for the opportunity to provide this update, and I will be glad to answer any questions.

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Alpha Kappa Alpha Sorority, Inc.
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AMTNJ
Amelior Foundation
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Art Educators of NJ
Arts Council of the Essex Area
Arts Horizons
Aspira
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Bloomfield College
Boys/Girls Club
Bristol Myers Squibb
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Catalyst
Catholic Community Services
Chase Foundation
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Children's Literacy Initiative
Colgate
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Community Agency Corporation
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Continental Airlines
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Essex County College
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Mentoring USA
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New Jersey Nets
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Newark Beth Israel Health Care Foundation
Newark Do Something
Newark Entrepreneur Community Initiative
Newark Fighting Back
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Newark Literacy Campaign
Newark Museum
Newark Police Department
Newark Pre-School Council, Inc.
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NJIT
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North Ward Cultural Center
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Papermill Playhouse
Phi Delta Kappa Sorority, Inc.
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Protestant Community Centers Inc.
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Prudential Insurance Co.
Pushcart Players
Ready Foundation
Rutgers, The State University
Seton Hall Athletic Program
St. Benedict's Prep
St. Luke's AME Church
St. Vincent's Academy
Statewide Parents Advocacy Network (SPAN)
Sylvan Learning Systems
Symphony Hall
Teach for America
Teachers Teaching with Technology
Tri-City Peoples Corp.
Trinity Baptist Church
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UMDNJ
United Community Corp.
United States Golf Association
United States Department of Education
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United Way
Urban League
Victoria Foundation
Zeta Phi Beta Sorority, Inc.
Zion Baptist Church

NEWARK SCHOOLS by SCHOOL LEADERSHIP TEAMS (SLT)

School Leadership Team I - East/Central Wards

Dr. Paula Howard, Assistant Superintendent

Harold A. Wilson School,

190 Muhammad Ali Avenue

Phone: 733-8616 Fax: 733-8881

Ann Street	465-4890
Ann St. Early Childhood	589-2442
Samuel L. Berliner	733-6641
Burnet Street	733-7138
Cleveland	733-6944
Eighteenth Avenue	733-6824
Hawkins Street	465-4920
Dr. Martin L. King, Jr.	733-7368
Lafayette Street/Annex	465-4860
Morton Middle	733-6938
Newton Street	733-6848
Oliver Street	465-4870
Quitman Street	733-6947
South Street	465-4880
Warren Street	733-6903
Wilson Avenue	465-4910
Wilson Ave. Early Childhood	465-4227
Harold A. Wilson Middle	733-6446

School Leadership Team II - Secondary Schools

Mr. Benjamin O'Neal, Assistant Superintendent

Technology High School, 223 Broadway

Phone: 268-5117 Fax: 268-5468

Arts High	733-7391
Barringer High	268-5125
Central High	733-6897
East Side High	465-4900
Gateway Academy	733-8383
Montgomery Academy	733-6911
Newark Evening High	733-7256
Science High	733-8689
Malcolm X Shabazz High	733-6760
Technology High	481-5962
University High	351-2010
Weequahic High	705-3900
West Kinney Alternative High	733-7018
West Side High	733-6977

School Leadership Team III - South Ward

Ms. Magalys Carrillo, Assistant Superintendent

Louise A. Spencer School, 66 Muhammad Ali Avenue

Phone: 733-8613 Fax: 733-8382

Avon Avenue	733-6750
Belmont Runyon	733-6920
Bragaw	705-3970
William H. Brown Jr. Academy	733-6844
Bruce Street	705-3951
George Washington Carver	705-3800
Chancellor Avenue	705-3870
Chancellor Avenue Annex	705-3860
Clinton Avenue	733-6970
Dayton Street	733-7004
Hawthorne Avenue	705-3960
Madison	374-2890
Maple Avenue/Annex	705-3850
Miller Street	733-6815
Peshine Avenue	705-3890
Louise A. Spencer	733-6931

School Leadership Team IV - North Ward

Ms. Lydia Silva, Assistant Superintendent

Rafael Hernandez School, 345 Broadway

Phone: 497-5776 Fax: 497-5761

Abington Avenue	268-5230
Branch Brook	268-5220
Broadway	268-5340
Roberto Clemente	268-5290
Elliott Street	268-5360
First Street	268-5240
Dr. E. Alma Flagg	268-5190
Benjamin Franklin	268-5250
Gladys Hillman-Jones Middle	268-5100
Rafael Hernandez	481-5004
Dr. William H. Horton	268-5260
Luis Munoz Marin Middle	268-5330
McKinley	268-5270
Ridge Street/Annex	268-5210
Ridge St. Early Childhood Center	268-5370
Roseville Avenue	268-5312
Sussex Avenue/Annex	268-5200

School Leadership Team V - West Ward

Dr. Don Marinaro, Assistant Superintendent

Camden Middle School, 321 Bergen Street

Phone: 733-8722 Fax: 733-8567

Alexander Street	374-2390
Boylan Street	374-2490
Camden Street	733-6994
Camden Middle	733-8350
Fifteenth Avenue	733-6924
Fourteenth Avenue	733-6940
John F. Kennedy	733-6788
Lincoln	374-2290
Mount Vernon	374-2090
New Jersey Regional Day	705-3820
South 17th Street	374-2570
Speedway Avenue	374-2740
Thirteenth Avenue	733-7045
Harriet Tubman	733-6934
Vailsburg Middle	351-2121

Central Office

Adult Education	733-7213
Attendance (Working Papers)	733-7292
Bilingual Education	733-8319
Community Development	733-7360
Early Childhood Education	733-6234
Extended School Day Programs	424-4464
Guidance	733-6728
Human Resource Services	733-8650
Public Information	733-7338
Security	733-7226
Special Education	733-7313
State District Superintendent	733-7333
Student Services	733-7055
Title I	733-7116
Transportation and Mail	733-7290
Truancy Task Force	733-6654

Website: www.nps.k12.nj.us



THE NEWARK PUBLIC SCHOOLS

MS. MARION A. BOLDEN
DISTRICT SUPERINTENDENT

DEPUTY SUPERINTENDENT
MRS. ANZELLA K. NELMS

ASSISTANT SUPERINTENDENTS

DR. PAULA E. HOWARD
MR. BENJAMIN O'NEAL
MS. MAGALYS S. CARRILLO
MS. LYDIA SILVA
DR. DON MARINARO

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